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WHY STUDY PORTUGUESE.

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REASONS ARE ADVANCED FOR STUDYING PORTUGUESE, BASED ON THE IMPORTANCE OF THE PORTUGUESE-SPEAKING WORLD, ESPECIALLY BRAZIL, TO THE UNITED STATES. DISTINGUISHED PEOPLE IN GOVERNMENT, BUSINESS, AND EDUCATION NOT ONLY TESTIFY TO THE NEED FOR PEOPLE TO LEARN THE LANGUAGE BUT ALSO NOTE THE ADVANTAGES OF SUCH STUDY. LANGUAGE STUDENTS ARE ADVISED THAT THERE IS A PARTICULAR SHORTAGE OF TEACHERS OF PORTUGUESE, AND SPANISH MAJORS ARE URGED TO CONSIDER IT AS HALF OF AN HISPANIC (AND LATIN AMERICAN) WHOLE. AT THE COLLEGE LEVEL, PORTUGUESE AND LATIN AMERICAN STUDIES ARE BECOMING INCREASINGLY PREVALENT. AN APPENDIX LISTS COLLEGES AND UNIVERSITIES WITH PROGRAMS IN PORTUGUESE AND RELATED LATIN AMERICAN AREA STUDIES. ADDITIONAL SOURCES OF INFORMATION ARE ALSO INDICATED. (AF)

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WHY STUDY PORTUGUESE?

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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WHY STUDY PORTUGUESE?

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WHY STUDY PORTUGUESE?

The title of this booklet asks a question which many Americans cannot answer, even though it concerns the national interest. The booklet has been produced to furnish answers. It sets forth reasons for studying Portuguese–not by any means all of them, but some with which it is difficult to take issue.

Portuguese is a critical language. Congress defined it as such under the National Defense Education Act of 1958. Only five other languages were so defined. The importance of at least two of them–Russian and Chinese–is generally apparent. The other three are Japanese, Arabic, and Hindi. Why is Portuguese critical? The most immediate answer is a single word: Brazil, where Spanish is taught the way it is in the United States–as a foreign language.

Some Americans–surprisingly few–know that Portuguese is the language of Brazil. Except for native dialects spoken by a handful of Indians in the remote hinterland, it is the only language. Even fewer people realize that twenty percent of all residents of the Western Hemisphere are Brazilians. One out of every five Americans–North, Central and South–speaks Portuguese natively. Altogether, Portuguese is the language of more than 100 million people on four continents–Europe, Africa, Asia and America. It became one of the world's major commercial languages in the fifteenth century and has remained so. Given its enormous geographic spread and the huge populations who speak it, no one should be surprised. That is too seldom the case in this country.

Fortunately, a number of prominent individuals have long recognized the significance of the Portuguese-speaking world, of the language which unites it, and of its single most important country–Brazil, which history and geography have combined to make this country's single most important neighbor. A number of these individuals are contributors to this booklet. Some of them, such as Senator Fulbright and Governor Rockefeller, have universally familiar names. Others make decisions which involve literally billions of dollars. Included are the chief executive officers of the three largest banks in the country–Messrs. R. A. Peterson (Bank of America), David Rockefeller (Chase Manhattan), and George S. Moore (First National City). Still others are scholars whose reputations, like that of Sir Cecil M. Bowra, embrace the English-speaking world.

The text of this booklet is comprised of statements about the role of Portuguese in the twentieth century, about the need for more Americans–particularly young Americans–to learn it, and about the advantages which learning it can impart. Whether they are in government, business, or education (the three main divisions of the text), the contributors are men who bear enormous responsibility. Their success, evident in their titles, is a measure of their ability to bear it. Buttressing what they have to say are a collective intellectual capacity and professional acumen which command respect.

The Honorable J. William Fulbright is Chairman of the Senate Committee on Foreign Relations. His name is also a byword in international education through the Fulbright Fellowships. He states that "The importance of Brazilian-United States relationships will inevitably increase in the years ahead, and many more Americans with a knowledge of Portuguese will be required by our government, by our business firms, and by our educational institutions." Congressman Fernand St Germain of Rhode Island bears him out: "As our national commitment and involvement in Pan-American activities grow, the benefits of Portuguese as a second language will continue to increase. There will be an increasing need for people who are fluent in this language." Underscoring and providing a foundation for the remarks of Senator Fulbright and Congressman St Germain is this statement by Congressman Charles Goodell of New York: "Brazil is a stirring giant with the potential of becoming a major world power."

Brazil's "potential of becoming a major world power" cannot reasonably be questioned. Not only does it contain between one-fourth and one-third of the world's known iron ore reserves, but it has a greater land mass than the forty-eight contiguous United States. There are also more Brazilians born every day than there are Americans. One result of this situation is inevitable: while the United States–counting Alaska–will remain the largest country in the Western Hemisphere geographically, Brazil will overtake us in terms of population within the foreseeable future. Furthermore, while we have been spending our natural resources with rapidity if not with abandon, Brazil's–as typified by its iron ore reserves–have scarcely been touched.

Small wonder, then, that the increasing need for Americans trained in Portuguese articulated by prestigious Members of the Congress is reiterated by equally prestigious financiers and industrialists. Mr. David Rockefeller states plainly that "A knowledge of languages is one of the most valuable tools that any man or woman can possess, and Portuguese is one of the most important and rewarding languages in the world today." Mr. R. A. Peterson agrees: "Brazil is undergoing rapid economic change, and our country is her major trading partner. If we are to help this valuable neighbor make the most of her opportunities, we must be able to converse with the men and women who are shaping her future." Mr. George S. Moore states even more specifically that "Mastery of Portuguese, one of the world's international tongues, is particularly useful in the banking field."

Finance and the banking field—as represented by Messrs. Rockefeller, Peterson, and Moore—exist in a symbiotic relationship with industry. The above remarks, therefore, must not be understood as limited to a single profession, even one of such evident consequence. The attitude of business at large substantiates them. As it is phrased succinctly by the Treasurer of a major American textile firm, Mr. Martin J. Schwab of United Merchants and Manufacturers, "The Portuguese language is becoming increasingly important to American business." Mr. Schwab is corroborated by the President of one of America's major overseas carriers, Captain J. W. Clark of Delta Steamship Lines: "It would seem almost axiomatic that the United States and the largest nation in Latin America should encourage their respective citizens to learn to communicate better with each other."

Europe rather than Latin America is the focal point for a commentary by the President of another major overseas carrier, Mr. Charles C. Tillinghast of Trans World Airlines: "From the earliest days of transatlantic flying, Lisbon has been an important European gateway and Santa Maria in the Azores a port of call. Today, as always throughout the history of sea and air commerce, a knowledge of Portuguese enhances the business and pleasure aspects of travel and trade." This sphere of reference is extended by Mr. Andrew Heiskell, Chairman of Time Incorporated: "Acquaintance with the language of Angola, Mozambique, and a number of Portuguese-speaking enclaves around the world is an added bonus." In the Old World as well as in the New, Portuguese is of greater commercial significance today than it was in 1499, when Vasco da Gama completed his return voyage from India and brought Portugal the key to trade routes which made it a major power for nearly a hundred years.

Other countries have enjoyed world hegemony longer than Portugal, but none ever achieved it with fewer natural resources or a smaller population. When Vasco da Gama departed for India in 1497, Portugal had barely three-quarters of a million people. The England and Wales of Henry VII, the first Tudor monarch, had two and a half million. Spain, at the time recently united under Ferdinand and Isabella, had ten million. In France, where Louis XII was still on the throne, there were sixteen million. All of Europe was in competition for a route to the Orient, but only the Portuguese found it. In 1500, a year after da Gama had returned, they were also in Brazil. They had already been established in Africa for nearly a hundred years. They were the first great maritime nation of modern times, and it has accurately been said of them that they stopped discovering new worlds only when they ran out of new worlds to discover. Today, a nation which they not only discovered and settled but with which they continue to share a rich cultural and linguistic heritage is on the verge of becoming another major power. It is as right for them to be proud of Brazil as it is imperative for us to take greater cognizance of the Portuguese-speaking world in all its aspects.

Like the voyages of discovery and conquest, the wealth and variety of Portugal's cultural heritage are magnificent in their own right and astonishing when seen in the context of European nations infinitely larger in territory, population, and resources. Portuguese literature, for example, opens in the twelfth century on a golden note unequalled by any other modern European language. It has sustained that note for eight hundred years. In the words of Sir Cecil M. Bowra, "It is an essential part of the European scene, and too often scholars who ought to know better have never heard of it." Why have they never heard of it? Probably because they listened to a few mistaken opinions, voiced irresponsibly by individuals prominent in other areas, and closed their minds. An excellent example of misinformation from an otherwise distinguished source is afforded by François Marie Arouet, better known by his pseudonym, Voltaire.

Voltaire's *Candide* derives no inconsiderable part of its ironic humor at the expense of the Portuguese, specifically where it deals with the Lisbon earthquake of 1755. Voltaire also called *The Lusiads* of Camoens "the epic of commerce." He was right enough to recognize the commercial importance of the Portuguese language, even though unintentionally and by indirection, but in every other relevant aspect he was wrong.

The Lisbon earthquake was one of history's great natural disasters. It left an important European capital in shambles. When it was over, the Marquess of Pombal set about undoing the havoc it had wrought, in a planned and rational fashion. He drew upon the talents of the continent's best architects. He created one of the first planned cities, as Sir Christopher Wren wanted to do after the great fire of London in 1666 but never got the chance. His city remains, intellectually and aesthetically, a monument to the artistic achievement of the eighteenth century, that "Age of Enlightenment" so universally respected elsewhere and so misunderstood in Portugal by Voltaire, a man who clearly should have known better.

History has sanctioned most of Voltaire's works. Their aesthetic place cannot seriously be doubted. His judgment suffered a lapse, however, in the case of *The Lusiads.* One questions whether in fact he had read it. Sir Cecil M. Bowra, by way of contrast, has read most European literatures and various others, ancient and modern. In his unparalleled study of the epic form, *From Vergil to Milton*, one brilliant chapter is entitled "Camoens and the epic of Portugal." There he states that "The first epic poem which in its grandeur and universality speaks for the modern world was written by a Portuguese." The epic of commerce? Nonsense. Voltaire—and a lot of other people before and since—should have done their homework. One of the people who did is Professor Russell A. Fraser, the internationally known Shakespearean scholar. He bears out Sir Cecil by stating that *The Lusiads* "has special relevance to students of *English* literature who pretend to an acquaintance with the European Renaissance."

Camoens is only one of many outstanding literary figures who grace a cultural heritage which began with extraordinary richness in a small corner of southwestern Europe and spread with incredible vigor across much of the globe. Today it is shared by vast areas, the vastest of which is Brazil, and its original brilliance has not diminished. To the contrary, it has increased. As Professor John Nist points out, Brazilian art, architecture and music speak for themselves. Brazilian literature does require a knowledge of Portuguese, but it also speaks in a voice eminently worth hearing. The only other single nation in the Western Hemisphere whose aesthetic achievements can stand on an equal footing with those of Brazil is the United States.

Significantly, Dr. Nist, like Dr. Fraser, is a professor of English, not of Portuguese. Neither of them has a vested interest or an axe to grind; neither is circumscribed within the narrow confines of a single discipline. Like Sir Cecil M. Bowra, both are men whose profound knowledge and breadth of vision cause them to recognize the value of Portuguese and Brazilian literature. They are critics whose ability to analyze a piece of literature and judge it as a work of art is of the highest quality. Their testimony may not be taken lightly, any more than may that of Senator Fulbright in the area of government, or Mr. David Rockefeller in the area of banking and finance, or any of the other statesmen, businessmen and scholars who have contributed to this booklet.

Why study Portuguese? There is no limit to the number of possible answers. From a pragmatic point of view, however, there is one simple and all-inclusive reason: as the Director of an eminent learned society has put it, "remember that Portuguese is also in great demand." The demand is based upon need; the need has its roots deep in the importance of the Portuguese-speaking world to the United States. To dispute the importance, or the need, or the demand is vainly to take issue with an overwhelming weight of logic, authority, and common sense.

Who should study Portuguese? Anyone who ever takes up a foreign language—in grade school, high school, college or graduate school—would do well to consider it, and to ask for it if it is not regularly offered. Students especially interested in language study should remember that there is a shortage of language teachers in general, and of Portuguese teachers in particular. They may easily add Portuguese as a second or even a third language. Or they may specialize in it. How? By consulting the list of colleges and universities which appears in the Appendix of this booklet, and by writing to the institutions which interest them. Specific names and addresses are given.

Students of Spanish benefit greatly from the addition of Portuguese. A knowledge of the sister language, although by no means necessary, is an advantage in grasping the fundamentals. Moreover, many Portuguese specialists began in Spanish. For them, the addition of Portuguese has been precisely that—an addition. It is in no sense a change of fields. Most of them still teach

Spanish as well and have no intention of stopping. They are not at all exclusivists, but are rather Hispanic inclusivists. They understand that Portuguese and Spanish are equal halves of an Hispanic–and Latin American–whole, and that a knowledge of the language and culture of one half enriches and enhances a knowledge of the other. Within the context of the Western Hemisphere, they are true Latin Americanists.

At important university conferences and symposia, it has been put forward that no center for Latin American studies should call itself such unless it really deserves the title–in other words, unless its offerings include both Portuguese and other studies related to Brazil. The logic is clear: Portuguese and Spanish are not mutually intelligible, and it is absurd to ignore the Portuguese-speaking half of South America. Brazil may be only one of twenty countries, but it remains half a continent, larger than several of the next largest countries combined. The United States is not half of North America: Canada and Mexico account for more than fifty percent.

The Latin American field is burgeoning, and students entering college or preparing to do so would do well to consider it. It involves virtually all academic and professional disciplines, not just language and literature, although they are certainly present. A list of the academic fields represented at Latin American centers in colleges and universities also includes economics, political science, history, geography, sociology, anthropology, and most other social sciences. The physical and natural sciences appear often as well. There is of course little or no shortage in these disciplines of incoming students with a knowledge of Spanish. In the case of Portuguese the opposite is true. As Congressman St Germain has said, many colleges and universities with Latin American area studies programs have already noted, to their dismay, the lack of students qualified in Portuguese. The implication is unmistakable: students who are qualified in Portuguese often enjoy an advantage over those who are not.

High school students in college preparatory courses–and their guidance counselors, teachers and parents–should remember that there is virtually no field of specialization which is not enhanced by a working knowledge of a foreign language. Language may of course be studied for itself, but it may equally well be used as a tool. A tool which is in demand across a broad spectrum of fields is an eminently sensible choice, either for use in satisfaction of the almost inevitable foreign language requirement in college curricula, or as a second or third language. Chancellor Alexander Heard of Vanderbilt University sums up the position of colleges and universities toward the Portuguese language as follows. It should be observed that Dr. Heard is neither a linguist nor a Romance language specialist; he is an internationally known political scientist:

> Vanderbilt University is devoting increasingly large resources to the teaching of Portuguese and to related studies in history, sociology, political science, economics, and literature. This we do because it is

critically important to bridge the language gap between the United States and the fast-growing Portuguese-speaking world. The need is great. So are the opportunities that are now opening ahead of students who prepare themselves in Portuguese.

Chancellor Heard and Vanderbilt University are no voices crying in the wilderness: Portuguese is offered by more than one hundred colleges and universities in thirty-three states, Puerto Rico and the District of Columbia. There are programs at all of the Big Ten Schools, at most of the Ivy League Schools–including Harvard. Yale, and Princeton, at Oregon, Washington, New Mexico and Arizona, at several campuses of the University of California–Berkeley, U. C. L. A., Riverside and Davis, at the Naval and Military Academies, and at many, many others, public and private, including some junior colleges. Almost sixty percent of such institutions have complementary programs in Latin American studies. These appear in the Appendix, together with names of Directors where available. Portuguese is a robust, vital and expanding field at the college level. It is growing so rapidly that the Appendix of this booklet had become obsolete before all the data could be compiled. More and more institutions are adding Portuguese to their language departments, while many of those which have it are adding new courses and even new degrees. The picture changes–for the better–from year to year and even, in some cases, from semester to semester.

There nevertheless remains the demand–based upon need–for more high school students trained in Portuguese and more entering freshmen with a willingness to consider analytically beginning it in college if they have not done so before. The demand and the need will continue and increase as long as the importance of the Portuguese-speaking world persists. That will be for a very long time. Meanwhile, it should be remembered that most colleges and universities which have a foreign language entrance requirement accept Portuguese in satisfaction thereof. Furthermore, there are few indeed which do not accept regularly offered high school Portuguese courses as normal elective entrance units, even when they do not have a specific foreign language entrance requirement. These conclusions are based on a survey of two hundred and fifty-five institutions. Two hundred and thirty-six of them either accept Portuguese for the foreign language entrance requirement or have no such requirement. They all accept it for units of general entrance credit. (Lists are available from Phi Lambda Beta. See address within.) Only nineteen–barely eight percent–refuse it for the foreign language entrance requirement. It is unlikely that even these fail to accept it for general admission. To do so would be contrary to established admissions policy and might conceivably be illegal. Moreover, of the two hundred and thirty-six institutions accepting Portuguese, one hundred and twenty–more than half–teach it as well. As noted above, the group includes Harvard, Yale, Princeton, Vanderbilt, Berkeley, U. C. L. A., the whole

Big Ten, West Point, Annapolis, etc. It should be evident that to question the validity of Portuguese as an academic subject is to question the aggregate judgment of higher education in the United States.

The Appendix makes plain that there are no areas of the United States where Portuguese is not available at the college level. High school students preparing to go on for the Bachelor's Degree can make plans to undertake or to continue its study without undue concern about geographical location or financial cost. To be sure, there is considerable disparity among the institutions listed in the Appendix with regard to the extent and the regularity of their offerings. Such disparity is occasioned only by the growing pains of the field. As the situation changes constantly, it improves. The graduating high school senior with an interest in Portuguese may have to make a few inquiries, based upon his own college preferences and economic necessities—for which purpose he should use the Appendix actively and write to individual Chairmen and Directors. It is unlikely, however, that he will be unable to find a Portuguese program which will satisfy his needs, even if he has not studied the language previously. Here, of course, high school Guidance Departments can assist.

There are three publications which are particularly helpful to Guidance Departments in supplementing the information contained in this booklet. Employed together, they provide a useful working outline of where Portuguese is taught, what courses are offered, what related fields are involved, who the teachers are, what are their areas of specialization, etc.

Gilbert R. Cavaco, *The Teaching of Portuguese in the Colleges and Universities of the United States* (Fall River, Massachusetts, 1966). B. M. C. Durfee High School, 289 Rock Street, Fall River, Mass. 02720

Paulo DePaula, *Luso-Brazilian Studies in American Universities* (Washington, D. C., 1966). Brazilian American Cultural Institute, Inc., 4201 Connecticut Avenue, N. W., Washington, D. C. 20008

Latin American Studies Programs and Centers in U. S. Universities (Washington, D. C., 1967). Director, Department of Educational Affairs, Pan American Union, Washington, D. C. 20006

Two of these publications have been revised and updated at least once; the other, based in part upon findings by previous researchers, includes numerous addenda. Further revisions may be expected, with the result that a wise step is to request the present edition and secure thereby placement on the mailing list for the next. In all cases the available edition can be used profitably.

High schools interested in beginning or expanding Portuguese programs of their own should contact either Phi Lambda Beta (the Portuguese National Honor Fraternity) or The Emphasis High School Portuguese Program. The address for both is Box 1581, Vanderbilt University, Nashville, Tennessee 37203. Administrators particularly are invited to inquire. A great deal has already been accomplished toward facilitating real progress in these areas. More can be expected.

I

GOVERNMENT

The Honorable J. W. Fulbright, Chairman, Committee on Foreign Relations
UNITED STATES SENATE

The most persuasive reason for studying Portuguese is that it is the language of approximately one-half of all South Americans–not to mention a good many million more Europeans and Africans. The economic and political ties between the United States and Brazil have historically been very close, but the language barrier has made it impossible to develop cultural ties as fully as would be desirable. The importance of Brazilian-United States relations will inevitably increase in the years ahead, and many more Americans with a knowledge of Portuguese will be required by our government, by our business firms and by our educational institutions.

The Honorable Charles E. Goodell
UNITED STATES HOUSE OF REPRESENTATIVES

Brazil is a stirring giant with the potential of becoming a major world power. It is a critically important developing nation. Within the Atlantic community it ranks second in population and eighth in gross national product.

Within the Alliance for Progress it ranks second only to the United States in both population and gross national product. It is the foremost industrial power in South America. Occupying a land mass greater than the contiguous forty-eight states, with more than half of the population of South America, its destiny is entwined in all future developments in the hemisphere.

We share a mutual need for the continuing cooperation and friendship which has its roots deep in the history of each nation. Its importance to us was first discussed by Jefferson in a report which predates the First Congress–Appendix 2. Its contemporary importance is reflected in the allocation of nearly half of the $1.2 billion of U. S. assistance to the Alliance for Progress this year.

The Honorable Richard Fulton
UNITED STATES HOUSE OF REPRESENTATIVES

Our world grows smaller . . . and the necessity for communication becomes more vital.

Yet, in our own hemisphere, we find an increasing inability to communicate with the peoples of the fourth largest nation in the world . . . Brazil, which occupies almost exactly half of the South American continent, and is contiguous with all continental South American countries except Ecuador and Chile.

It is estimated that, within the next ten years, the population of Brazil will reach well over 100 million. Their language is Portuguese, one of the three principal languages of the Western Hemisphere, and one of the world's ten most widely spoken languages.

Brazil is a nation which has the richest forests in the world.

It has vast potential of mineral wealth whose resources have hardly been tapped, let alone developed.

Brazil contains one-fourth of the world's known iron ore reserves.

Its estimated hydroelectric potential of 14.6 million kilowatts is the sixth largest in the world.

The Brazilian automotive industry is the major producer of vehicles in all Latin America.

Our own nation accounts for about forty percent of the total private foreign investment in Brazil; aggregate U. S. investments in Brazil exceed two billion dollars.

Our nation's support, interest and concern in the Alliance for Progress emphasizes our interest in Latin America and Brazil.

It is imperative that we have the ability to communicate in the language of the people of Brazil. It is vital to our national interest and to the interests of our hemisphere. It is the responsibility of our high schools and colleges to see that Portuguese is made available to as many of our students as possible.

The Honorable Howard H. Baker, Jr.
UNITED STATES SENATE

Portuguese is a very important and widely spoken language–more so than most people realize–and it deserves a great deal more attention than we give it.

The importance of a language is not measured solely by the number of people that speak it. If it were, Portuguese would still rank high on the list because it is spoken by more than 100 million people. A language is measured more by the importance of the country or countries in which it is spoken.

Portuguese is the language not only of Portugal and its important

Overseas Territories in Africa and Asia, but of Brazil as well. Brazil occupies more than half the land area of the South American continent and has more than half the continent's population. Moreover, Brazil is a country which is progressing rapidly and which has the potential to become a world power in a few years.

The wider study of Portuguese in American schools will be a very important step in our keeping abreast of the development of this great nation, and in cementing the strong ties of friendship which have existed between our two countries since they were founded.

The Honorable Fernand J. St Germain
UNITED STATES HOUSE OF REPRESENTATIVES

As our national commitment and involvement in Pan-American activities grow, the benefits of Portuguese as a second language will continue to increase. There will be an increasing need for people who are fluent in this language. Many colleges and graduate schools with Latin-American area studies programs have already noted, to their dismay, the lack of students qualified in Portuguese. These needs must be met, but can only be met through greater emphasis on the study of Portuguese in the secondary schools of our nation.

The Honorable Nelson A. Rockefeller
GOVERNOR OF NEW YORK

As a language spoken by some 100 million people in seven countries situated in Europe, Africa, Asia and America; as the language of Brazil, the largest country of the South American continent; and as the language of an old European country which once exercised world hegemony and which has transmitted to the world a rich legacy of culture and traditions, Portuguese deserves the attention of American students of the world scene.

The Honorable John O. Pastore
UNITED STATES SENATE

As one who seeks an intensification of human communication in today's world, I am enthusiastically in favor of increased study of the Portuguese language.

We all remember that it was the daring of the Portuguese mariners of five centuries ago that first revealed the world of new continents and oceans, while in this era of modern transportation, we Americans are closer than ever

to the Portuguese Azores, where our nation finds a friendly base. All this, together with the mounting appeal of storied Portugal to the American businessman and tourist, persuades us that the language and literature of a fine people should be conserved and cultivated in our schools.

Portuguese is the language of 100 million people in a world where every instrument of communication should be encouraged. It is the homeland tongue of some of our finest Americans. Let it be treasured. Let it be taught.

The Honorable Edward M. Kennedy
UNITED STATES SENATE

Our Portuguese-American citizens have made enormous contributions to our culture, our heritage, and our traditions. Like other Americans, they are aware of the importance of their mother tongue in today's world, and know that this nation would reap enormous benefits from the increased study of Portuguese in our high schools and colleges.

The Honorable Albert Gore
UNITED STATES SENATE

The study of foreign language is becoming increasingly important as world-wide contacts are increased. Fluency in Portuguese is certainly important for those who would further our good relationships with Brazil.

João Gonçalves de Souza, Director, Department of Technical Cooperation
PAN AMERICAN UNION

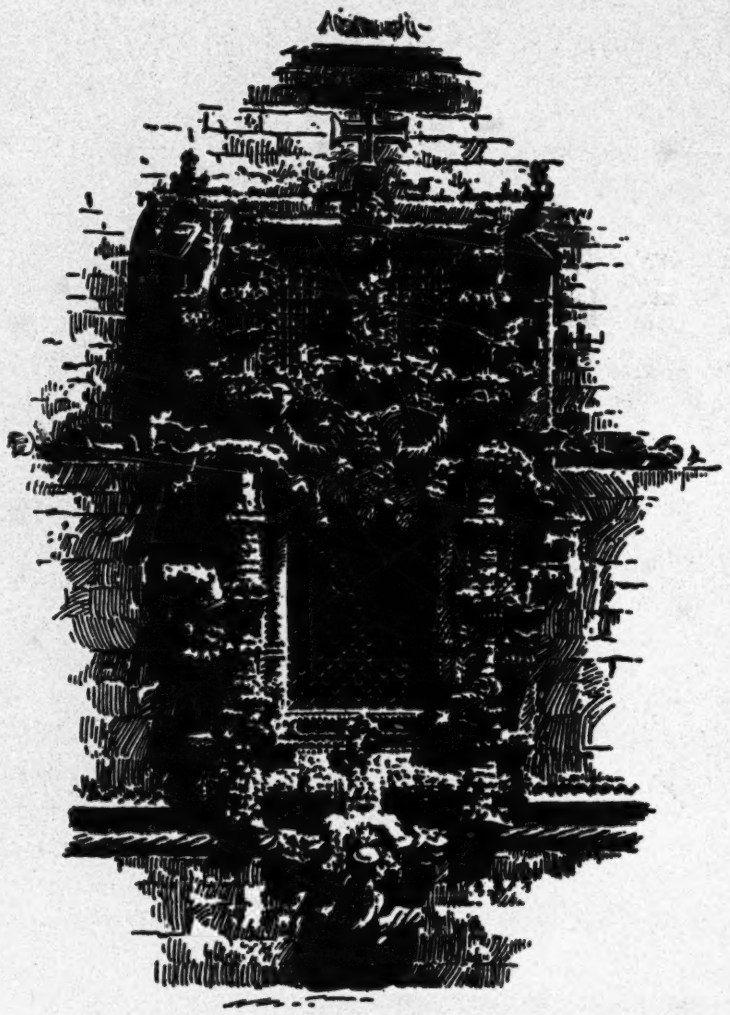
The importance of Portuguese lies in its being an international language, one spoken by more than 100 million persons in Brazil and Portugal. In addition, large areas of Africa use it as the official instrument of communication.

Take, for example, Brazil by itself. Its immense territorial area—that of the largest Latin American country—embraces a population which represents virtually half that of all Latin America and ranks eighth in the world. Brazil's fabulous wealth of natural resources, human and cultural, the constant upward march of its social and economic development, its music and literature, and, in the final analysis, the delightfully extroverted nature of a people who, drawn from various racial origins, have learned to live together in harmony—all of these things emphasize the important position occupied today by the Portuguese language.

Without any doubt Brazil is a powerful factor in the inter-American

system, within which Portuguese is an official language, not only in the case of the Organization of American States (OAS), but also in that of the Inter-American Development Bank, as well as in those of all other specific organizations. At the technical level, interchanges between these various organizations (and between the separate branches of each one) involve Portuguese with extreme frequency and on the same basis as the other languages spoken in the hemisphere.

The United States and Brazil are two great countries. Their common destiny within both the inter-American system and the international context not only continues to draw them ever closer together, but also impels the citizens of both toward the study of each others' language.



MANSIONEM
COMITES

II

INDUSTRY AND FINANCE

George S. Moore, Chairman
FIRST NATIONAL CITY BANK

United States students have not been notable for their mastery of foreign languages, a distinct handicap in this era of international communications and growing foreign trade. Mastery of Portuguese, one of the world's international tongues, is particularly useful in the banking field, which transcends national boundries.

In Brazil, one of the fastest growing countries in Latin America, proficiency in the language on the part of our Bank's staff enables them to communicate effectively and identify culturally with their customers and the community.

David Rockefeller, President
CHASE MANHATTAN BANK

A knowledge of languages is one of the most valuable tools that any man or woman can possess, and Portuguese is one of the most important and rewarding languages in the world today. It is a language of tremendous cultural and commercial value. It is a language rich in heritage, beauty and promise. It is the language of one of the oldest nations in Europe and of the largest nation in Latin America, as well as of many other countries and many other peoples around the world. Like all languages, the new understanding and joy it can give far outweigh the effort of learning it. That Portuguese is all too often neglected is most unfortunate, and I hope many more young Americans will have and take the opportunity to discover this vital means of communication with the past and the present.

R. A. Peterson, President
BANK OF AMERICA

International understanding and cooperation cannot be attained until there is a high degree of communication among countries. A thorough knowledge of languages–apart from the aesthetic rewards it offers the linguist–therefore looms large in importance. And the emergence of countries heretofore not prominent in the economic activities of the world means that our repertoire of languages will have to be broadened.

Not only is Portuguese the native tongue of the people living in an important country in southwestern Europe, it is spoken in areas of Africa. And, in our own hemisphere, it is the language of Brazil, which covers nearly half the continent of South America.

Brazil is undergoing rapid economic change, and our country is her major trading partner. If we are to help this valuable neighbor make the most of her opportunities, we must be able to converse with the men and women who are shaping her future.

Rather than relegate the study of Portuguese to an upper stratum of Romance language scholars, we should offer it to as many secondary school students as possible. More Americans then can appreciate the rich and varied cultural heritage of the Portuguese-speaking people. The inevitable concomitant will be a strengthening of the bonds that exist between us.

Joaquín E. Meyer, Director, Division of Information
INTER-AMERICAN DEVELOPMENT BANK

At a time when Latin America is undergoing fundamental changes geared to economic development and higher living standards for its 200 million people, communication among Spanish Latin America, Portuguese Latin America, and North America is as essential a factor to the attainment of these goals as are resources and technical requirements. This is why the Inter-American Development Bank works from day to day with three languages–Spanish Portuguese and English–and why it encourages the young people throughout the hemisphere, including those on its own staff, to learn the region's dominant languages other than their own. Within this context, let alone for cultural and historical reasons, the Portuguese language is highly important because it is the means of expression and the key to understanding of about one-fifth of the hemisphere's 460 million people.

Martin J. Schwab, Treasurer
UNITED MERCHANTS AND MANUFACTURERS, INC.

The Portuguese language is becoming increasingly important to American business. In the case of our company, United Merchants and Manufacturers, Inc., we anticipate further investment in Brazil and an enlarged and growing activity in that part of the world. There continues to be an ever-growing personal relationship among our people in the United States and Brazilian nationals. It is evident, therefore, that an understanding of Portuguese is most beneficial and desirable.

D. J. Jones, Treasurer
STANDARD OIL OF NEW JERSEY

As Treasurer of a large international corporation, I am keenly and constantly aware of the need for individuals and corporations to have the capacity to communicate on a multi-lingual basis. The ability to speak the native tongue of the country is essential to being able to deal with that country and its people. With half the population of South America concentrated in Brazil, and considering the vast resources and potential of the country, understanding the Portuguese language is clearly fundamental to anyone interested in South America and its future.

J. W. Clark, President
DELTA STEAMSHIP LINES, INC.

I have, for many years, been aware of the unfortunate but popular misconception in this country—even among many professional educators closely associated with the problem—that a thorough course of study of the Spanish language precludes, for practical purposes, the need for similar training in Portuguese, particularly as concerns persons with commercial or professional interests in Brazil.

Delta Line vessels have served ports in Brazil, Uruguay and Argentina for almost half a century. We have a large organization in Brazil, with offices in the principal ports, and in São Paulo. Brazil, as you know, is the largest, by far, of the Latin American nations, in area as well as population. Its area is even greater than that of the United States, excluding Alaska. Its nearly 85 million inhabitants represent about a third of the entire population of Latin America. Is it any wonder that our Brazilian neighbors find it somewhat irritating that most North Americans simply assume that there is little need for learning Portuguese if one has learned Spanish? It would seem almost axiomatic that the United States and the largest nation in Latin America should encourage their respective citizens to learn to communicate better with each other. As a further argument in favor of teaching Portuguese in our high schools

and colleges, it could be pointed out that, in addition to Brazil and Portugal, several large areas in Africa use Portuguese as the official language.

Charles C. Tillinghast, Jr., President
TRANS WORLD AIRLINES, INC.

Trans World Airlines serves many nations and speaks many languages. From the earliest days of transatlantic flying, Lisbon has been an important European gateway and Santa Maria in the Azores a port of call. Today, as always throughout the history of sea and air commerce, a knowledge of the Portuguese language enhances the business and pleasure aspects of travel and trade.

Andrew Heiskell, Chairman of the Board
TIME INCORPORATED

If one considered only the population and area of Portugal, it would be difficult to understand why Portuguese should be regarded as one of the important languages of the world. When one considers, however, that the population of Brazil, where Portuguese is the national language, constitutes nearly half of the entire population of South America, it becomes apparent that the significance of the language far transcends the size of the mother country. The importance of Brazil in the economic and political structure of the Western Hemisphere is increased by the existence of enormous undeveloped natural resources. American students with interests in Latin America should give serious consideration to reading and speaking the language of a country whose land mass is larger than the combined total of the forty-eight states of the continental United States and whose population is nearly half that of the United States. Acquaintance with the language of Angola, Mozambique, and a number of Portuguese-speaking enclaves around the world is an added bonus.

III

EDUCATION

Theodore S. Beardsley, Jr., Director
THE HISPANIC SOCIETY OF AMERICA

Why study Portuguese? Primarily, I should hope because you want to. The usual reasons are that it is beautiful and useful. Valid reasons, but they can apply to other languages as well. But remember that Portuguese is also in great demand. The Federal Government has declared it a critical language. Portuguese is the fifth most important language of the world in terms of population alone.

Unfortunately not enough Americans study Portuguese and the demand exceeds the supply. I have yet to interview a candidate for a new permanent position here with more than a smattering of the language. In more than one instance, facility in Portuguese might well have made the important difference. The language and literatures of Portugal and of Brazil can offer you joys equal to those of other lands, a knowledge of them can provide you with a strong professional advantage in your chosen field of specialization.

Robert G. Mead, Jr., President (1964-65)
AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE

The study of Portuguese in the United States needs all the support it can be given by our government, our educational institutions at all levels, and by its actual and potential teachers. Business leaders and our communications media, too, should contribute to this end. Our own American Association of Teachers of Spanish and Portuguese also needs to increase its efforts mightily toward the same objective. We have waited too long already, and time is running out as history accelerates in the uneasy and explosively changing world of today. We should remember that Portuguese is one of the world's

half-dozen major languages, and that within thirty years it will be spoken by more than 200 million persons.

Sir Cecil M. Bowra, Warden, Wadham College
OXFORD UNIVERSITY

I am strongly in favor of a larger study of Portuguese in the schools and universities of the English-speaking world. It seems to me that now it is unduly neglected, and that this means the loss of many opportunities, both intellectual and commercial.

A greater knowledge of Portuguese would, for instance, enable British subjects and American citizens to establish far more intimate relations with Brazil, and to extend trade there on a large scale. The greater part of Brazil is still unexploited, and I can think of no place that calls for adventurous discovery more. For this, a knowledge of the language is indispensable.

Secondly, Portuguese has a noble literature going back to the twelfth century. Some of it is very good indeed, notably the Middle Ages, the sixteenth century and the nineteenth century, and even now it has some distinguished figures. A knowledge of this literature is a great joy to those who have it, and it is a pity that too many should be barred from it. It is an essential part of the European scene, and too often scholars who ought to know better have never heard of it. I am therefore strongly in favor of increased study of the Portuguese language.

Russell A. Fraser, Professor of English & Chairman of the Department
VANDERBILT UNIVERSITY

I certainly endorse the study of Portuguese in American Colleges and universities, and also in American secondary schools. In view of the preponderant importance of Brazil in Latin America, it seems very clear that Portuguese ought to occupy in our curriculum a position comparable to that now accorded the study of Spanish. If we are to maintain and hopefully to intensify relations with our neighbors to the South, we shall need to familiarize ourselves with their language and culture.

There is, from my point of view, an additional reason for undertaking the study of Portuguese. I mean, of course, that anyone interested in the literature of Europe will desire to be conversant with the very impressive contribution made by Portugal, and latterly by Brazil, to that literature. I have in mind in particular *The Lusiads* of Camoens, a great poem which deserves to be known far more intimately than it is at present, and which has special relevance to students of English literature who pretend to an acquaintance

with the European Renaissance.

Lincoln Gordon, President
THE JOHNS HOPKINS UNIVERSITY

While Portuguese is not one of the recognized international languages (for example, in the usage of the United Nations), its wider knowledge by Americans would be of great use. Portuguese is the first language of almost as many persons in the world as is Spanish. We should always recall that Brazil accounts for half the population, area, and resources of South America, that its people will number some 200 millions before the end of this century, and that it is emerging as one of the world's great nations with which increasing numbers of Americans will be in first-hand contact. Portuguese is the mother tongue of many peoples beyond Portugal and Brazil. Its mastery gives direct access to a great classical literature and to a most lively contemporary literature. A knowledge of Portuguese, moreover, makes it quite simple to learn Spanish and also facilitates the learning of French and Italian. For all these reasons, wider teaching of Portuguese in the schools and colleges is highly desirable.

John Nist, Professor of English
AUBURN UNIVERSITY

By declaration of the Congress of the United States, Portuguese is one of the six crucial languages for Americans to learn. The economic and political reasons for placing Portuguese on a priority list with Russian, Chinese, Japanese, Arabic, and Hindi may be summed up in the enormous possibilities inherent in one country: Brazil.

As the largest nation in all of Latin America, both in territory and in population, Brazil has within herself the makings of a major power. With one-third of the known iron ore reserves of the entire world and with the greatest hydroelectric potential anywhere (she has five of the seven largest waterfalls on earth), Brazil is incredibly rich in raw materials and natural resources. It is estimated that by the year 2000 Brazil will have a population of about a quarter of a billion people. With the advent of the new capital Brasilia and the movement into the interior of the country, those people will help Brazil to harness the vast energies of food and fiber in the Amazon Basin for the development of a mighty democratic state. In the continuing international competition between free governments and economies and those that are controlled by a monolithic Communism, Brazil could conceivably represent the balance of power in the struggle between East and West. It is utterly imperative that she remain a friendly ally of the United States. To keep her in our camp,

we must learn her language

But economic and political reasons are not the only ones why more American students must learn Portuguese. As the only tropical nation in the world yet to achieve a major culture, Brazil can boast of artistic wealth to dazzle the sensibility of any refined and well-educated person: the avant-garde architecture of Lúcio Costa and Oscar Niemeyer, the music of Heitor Villa-Lobos, and the paintings of Cândido Portinári. These art forms, however, can be appreciated without the knowledge of Portuguese; they transcend all language barriers. Not so with the literature of Brazil, and it ranks in quantity and quality with that of the United States herself. Knowledge of Portuguese, therefore, can become a pass key to the aesthetic treasurers to be found in the prose of Machado de Assis, Euclides da Cunha, Gilberto Freyre, Mário de Andrade, Jorge Amado, and João Guimarães Rosa; in the poetry of Goncalves Dias, Castro Alves, Manuel Bandeira, Jorge de Lima, Carlos Drummond de Andrade, Cecília Meireles, and Vinícius de Moraes–to name only a few of Brazil's outstanding authors.

The authors, in turn, would point to the culture of Portugal and say, "*The Lusiads* of Camoens is generally recognized as the greatest epic of the European Renaissance. Let that masterpiece be a symbol of the growing importance of Portuguese." To that imaginary statement, I will merely add this: Let more and more Americans come to learn the language of Magellan. It will repay their investment of time and effort a hundredfold.

Robert S. Rowe, Dean of the Engineering School
VANDERBILT UNIVERSITY

I believe Portuguese to be an excellent language for engineering students and would highly recommend it to high school students.

Many years ago I became interested in Portuguese East Africa, mainly because of the exploitation of resources by the Nyassa Company and because King Solomon was reported to have his mines located in that region. Later I became interested in Portuguese because of the tremendous mineral wealth located in Brazil. There can be no question of the enormous importance of Brazil to the future economy of the Americas.

There is little doubt in my mind that Brazil is one of the most important emerging nations of the world and the possibility for engineering services in Brazil was never greater. Vast regions of the nation are practically virgin and contain much hidden wealth in natural resources. The study of Portuguese could be interesting and fascinating to engineers who may have the opportunity to utilize that language in assisting our South American friends.

James R. Frith, Dean of the School of Language Studies, Foreign Service Institute
DEPARTMENT OF STATE

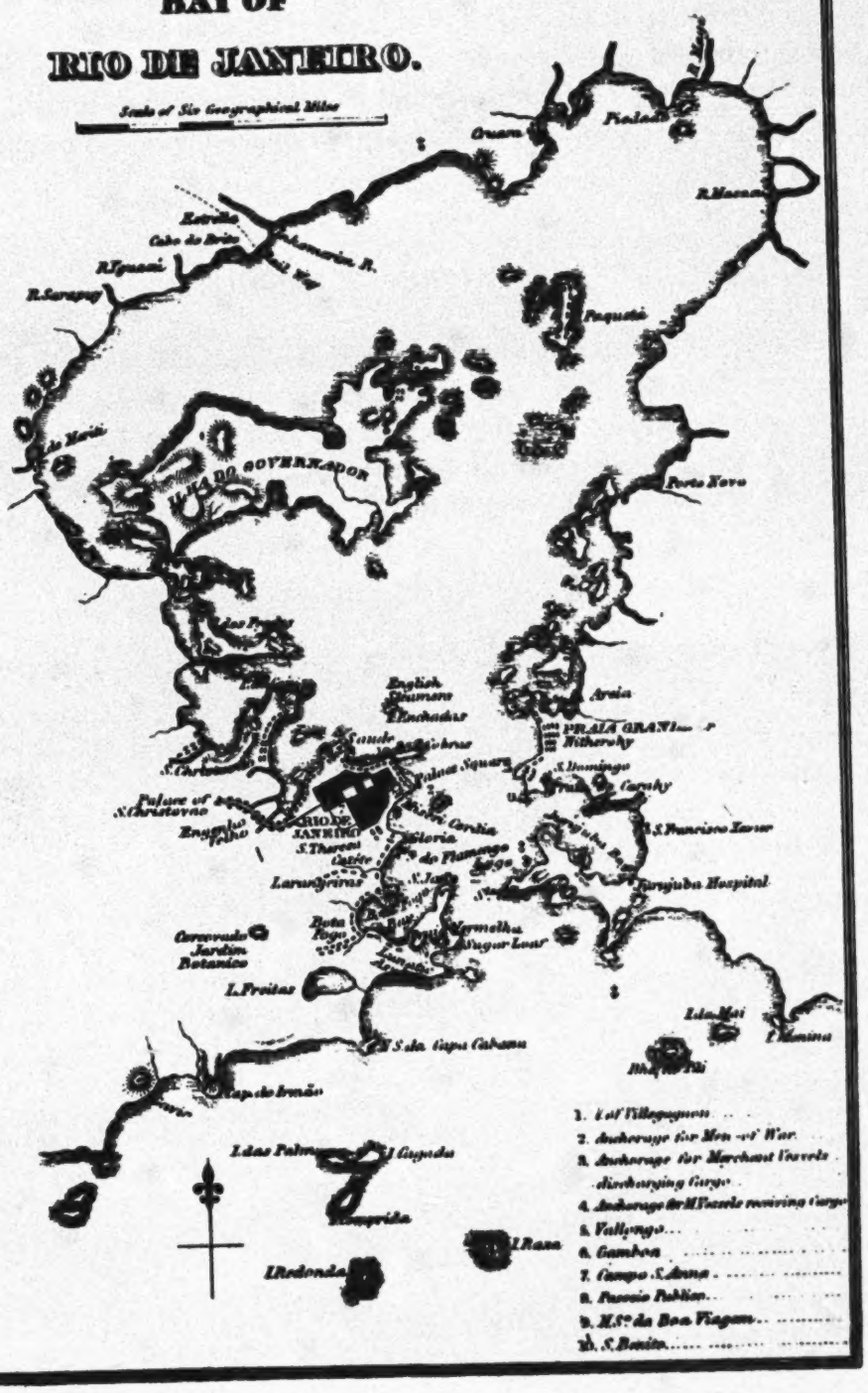
Portuguese, a language of world importance and the native language of half our South American neighbors, is vitally important to the U. S. Foreign Service. Improved and increased study of Portuguese in the schools of the United States will go far to promote understanding in the great areas of common interest shared by the United States and the Portuguese-speaking people.

Kenneth Mildenberger, Director of Programs
MODERN LANGUAGE ASSOCIATION OF AMERICA

Because of its significance as a world language and because of the rich heritage of Luso-Brazilian culture, the Portuguese language deserves to be studied far more widely than at present. The Foreign Language Program of the Modern Language Association has consistently advised an increase in Portuguese study and is underwriting the preparation of modern Portuguese instructional materials.

BAY OF
RIO DE JANEIRO.

Scale of Six Geographical Miles



APPENDIX

Colleges and Universities with Programs in the Portuguese Language and Related Latin American Area Studies

Note: It is recommended that users of this list write and consult specific Department Chairmen and Center Directors. The extent and variety of course offerings change frequently, with the result that the individual colleges and universities are the only completely accurate and up-to-date source of information. At many institutions, Portuguese is offered regularly, at others it is offered periodically. Guidance Departments are reminded of the lists prepared by Messrs. Cavaco, DePaula, and the Pan American Union (see Introduction), which complement this one and have furnished much of its content. It is also advisable to request catalogs from the institutions themselves. Anyone may do so simply by sending a postcard with a return address to: "Admissions Office, University of _____, City, State ZIP Code." Use the same addresses which appear below.

Alabama, U. of, University 35486
C. B. Wicks, Department of Romance Languages
Edward D. Terry, Office for International Programs, Box 1911
Albion C., Albion, Mich. 49224
Jean P. Keller, Department of Modern Languages
American Inst. for Foreign Trade, Box 191, Phoenix, Ariz. 85001
Frank R. Jackle, Department of Modern Languages
Joaquin M. Duarte, Jr., Committee on Latin American Studies
Amherst C., Amherst, Mass. 01002
William Cannon, Department of Spanish
Arizona S. U., Tempe 85281
H. A. Van Scoy, Department of Foreign Languages
Marvin Alisky, Center for Latin American Studies
Arizona, U. of, Tucson 85721
Renato Rosaldo, Department of Romance Languages
Renato Rosaldo, Latin American Studies
Baylor U., Waco, Tex. 76703
Thomas F. Walker, Department of Spanish
Boston C., Chestnut Hill, Mass. 02167
Normand R. Cartier, Department of Modern Languages
Boston U., Boston, Mass. 02215
George W. Kreye, Department of Modern Foreign Languages
Brigham Young U., Provo, Utah 84601
M. Carl Gibson, Department of Spanish & Portuguese
Director, Latin American Studies
Brooklyn C., Brooklyn, N. Y. 11210
J. J. Spagnoli, Department of Modern Languages
Director, Latin American Center
California S. C. at Fullerton, Fullerton 92631
Walter D. Kline, Department of Foreign Languages & Literature
California, U. of, Berkeley 94720
Luis Monguio, Department of Spanish & Portuguese
William Paul McGrevey (acting), Latin American Center
California, U. of, Los Angeles 90024
Jose R. Barcia, Department of Spanish & Portuguese
Johannes Wilbert, Latin American Center
California, U. of Riverside 92502
Candido Ayllon, Department of Spanish & Portuguese
California, U. of, Santa Barbara 93106
David Bary, Department of Spanish & Portuguese
Charles J. Erasmus, Hispanic Civilization
Catholic, U. of America, Washington, D. C. 20017
Alessandro Crisafulli, Department of Modern Languages
Antonine Tibesar, Institute of Ibero-American Studies
Alberto Martinez Piedra, Latin American Institute (summer)
Manoel Cardozo, Program on Western Hemisphere Studies
Jose Baquero, Program of Study on Latin America, School of Education
Chicago, U. of, Chicago, Ill. 60637
Bruce A. Morrissette, Department of Romance Languages
Arnold Carl Harberger, Center for Latin American Economic Studies
Cincinnati, U. of, Cincinnati, Ohio 45221
Donald W. Bleznick, Department of Romance Languages

Citadel, The, Charleston, S. C. 29409
Karl Van D'Elden, Department of Modern Languages
City College of the City University of N. Y. 10031
Gaston Gille, Department of Romance Languages
Jose M. Chaves, Center for Latin American Studies
Colby C., Waterville, Me. 04901
Jean D. Bundy, Department of Modern Languages
Colorado, U. of, Boulder 80302
Jose de Onis, Department of Spanish & Portuguese
J. D. Hoag (acting), Latin American Studies
Columbia Teachers College, New York, New York 10027
Robert L. Allen, Department of English & Foreign Languages
Charles Wagley, Institute of Latin American Studies (Columbia University)
Cornell U., Ithaca, N. Y. 14850
J. M. Cowan, Modern Language Division
T. E. Davis, Latin American Studies Program
Duke U., Durham, N. C. 27706
John Fein, Department of Romance Languages
Director, Hispanic Studies Program
Emmanuel C., Boston, Mass. 02115
Sr. Julie, Department of Modern Languages
Emory U., Atlanta, Ga. 30322
Grant E. Kaiser, Department of Romance Languages
Florida S. U., Tallahassee 32306
V. R. B. Oelschlager, Department of Modern Languages
Louis C. Bourgeois, Inter-American Studies
Richard B. Gray, International Affairs
Florida, U. of, Gainesville 32601
J. Wayne Conner, Department of Foreign Languages
Lyle N. McAlister, Center for Latin American Studies
Fresno S. C., Fresno, California 93726
Edgar A. List, Department of Foreign Languages
Director, Latin American Studies
Georgetown U., Washington, D. C. 20007
Robert Lado, Department of Modern Languages
John H. McDonough, Latin American Studies Program, Graduate School of Arts & Sciences
George Washington U., Washington, D. C. 20006
John Andrew Frey, Department of Romance Languages
William Columbus Davis, Latin American Civilization Major
Hanover College, Hanover, Ind. 47243
Emma May Hill, Department of Spanish
Harvard U. & Radcliffe C., Cambridge, Mass 02138
Juan Marichal, Department of Romance Languages and Literatures
Director, Latin American Studies Program
Hillsdale C., Hillsdale, Michigan 49242
John W. Roberts, Department of Modern Languages
Houston, U. of, Houston, Texas 77004
Charles I. Silin, Department of Foreign Languages
John Parker Harrison, Institute of Latin American Studies
Illinois, U. of, Urbana 61801
William H. Shoemaker, Department of Italian, Spanish, & Portuguese

John Thompson, Center for Latin American Studies, 1207 West Oregon Street
Indiana U., Bloomington 47401
John C. Dowling, Department of Spanish and Portuguese
James R. Scobie, Latin American Studies, Lindley Hall 311
Inter American U., San German, Puerto Rico 00753
Robert Muckley, Department of Foreign Languages
Irving Peter Pflaum, CISCLA (Caribbean Inst. & Study Center for Latin America)
Iowa, U. of, Iowa City 52240
Oscar Fernandez, Department of Spanish & Portuguese
Johns Hopkins U., Baltimore, Md. 21218
Rene N. Girard, Department of Romance Languages
Kalamazoo C., Kalamazoo, Mich. 49001
David Collins, Department of Romance Languages
Kansas, U. of, Lawrence 66044
Domingo Ricart, Department of Spanish & Portuguese
Charles L. Stansifer, Center of Latin American Studies, 208 Strong Hall
Kent S. U., Kent, Ohio 44240
Charles F. Kirk, Department of Romance Languages
Lehigh U., Bethlehem, Pa. 18015
John A. VanEerde, Department of Romance Languages
Louisiana S. U., Baton Rouge 70803
J. A. Thompson, Department of Foreign Languages
Eric N. Baklanoff, Latin American Studies Institute
Louisiana S. U. in New Orleans, New Orleans 70122
B. R. Glover (acting), Department of Foreign Languages
Maryland, U. of, College Park 20740
Russell P. Sebold, Department of Foreign Languages
Mary Washington C. of U. of Virginia, Fredericksburg 22401
Mary Ellen Stephenson, Department of Modern Languages
Massachusetts S. C., Bridgewater 02324
Robert C. Arruda, Department of French, German, and Spanish
Massachusetts, U. of, Amherst 01002
Robert E. Taylor, Department of Romance Languages
Memphis S. U., Memphis, Tennessee 38111
J. Grant Reese, Department of Modern Languages
Miami U., Oxford, Ohio 45056
Raymond L. Maloney, Department of Spanish and Portuguese
Miami, U. of, Coral Gables, Fla. 33124
Robert Kirsner, Department of Foreign Languages
Mose L. Harvey, Center for Advanced Inter. Studies
Robert E. McNicoll, Inst. of Inter-American Studies
Michigan S. U., East Lansing 48823
Charles D. Blend, Department of Romance Languages
Garland P. Wood, Latin American Studies Center, 103 Center for International Programs
Michigan, U. of, Ann Arbor 48104
James C. O'Neill, Department of Romance Languages
Minnesota, U. of, Minneapolis 55455
Armand A. Renaud, Department of Romance Languages
Director, Latin American Area Study Program
Missouri, U. of, Columbia 65201
Martin S. Stabb, Department of Romance Languages

Mundelein C., 6363 Sheridan Road, Chicago, Ill. 60626
Sr. Mary Terese Avila, BVM, Department of Spanish and Portuguese
Nebraska, U. of, Lincoln 68508
Richard Tyler, Department of Romance Languages
Robert L. Hough (acting), Latin American Studies Program, College of Arts & Sciences
New Mexico, U. of, Alburquerque 87106
Raymond R. MacCurdy, Department of Modern Languages
Marshall R. Nason, Lang. & Area Center for Latin America and Ibero-American Studies
Martin C. Needler, Division of Inter-American Affairs
New School of Social Research, 66 W. 12th St., New York, N. Y. 10011
Donna Swain, Language Division
New York, S. U. of, Buffalo 14214
Gordon R. Silber, Department of Modern Language & Literature
New York U., New York, N. Y. 10003
Wilmarth Starr, Department of Romance Language & Literature
Director, Ibero-American Language & Area Center
North Carolina, U. of, Chapel Hill 27515
Jacques Hardre, Department of Romance Languages
Federico G. Gil, Institute of Latin American Studies, 215 Murphey Hall
Notre Dame, U. of, Notre Dame, Ind. 46556
Robert D. Nuner, Department of Modern Languages
John J. Kennedy, Program of Latin American Studies
Ohio S. U., Columbus 43210
Eleanor W. Bulatkin, Department of Romance & Semitic Languages
Ohio U., Athens 45701
Wallace J. Cameron, Department of Modern Languages
Oregon S. U., Corvallis 97331
Walter C. Kraft, Department of Modern Languages
Oregon, U. of, Eugene 97403
David M. Dougherty, Department of Romance Languages
Pasadena C., Pasadena, Cal. 91104
James H. Jackson, Department of English and Languages
Pennsylvania S. U., University Park 16802
Anthony M. Pasquariello, Department of Spanish, Italian, and Portuguese
Charles D. Ameringer, Latin American Studies Major
Pennsylvania, U. of, Philadelphia 19104
Arnold G. Reichenberger, Department of Romance Languages
Peter G. Earle, Latin American Studies Committee, 320-B College Hall
Pepperdine C., Los Angeles, Cal. 90044
William Stivers, Department of Foreign Languages
Pittsburgh, U. of, Pittsburgh, Pa. 15213
Rodolfo Cardona, Hispanic Languages and Literature
Cole Blasier, Center for Latin American Studies
Seth Spaulding, Graduate Program in International & Development Education
Portland S. C., Portland, Ore. 97207
H. F. Peters, Department of Foreign Languages
Victor C. Dahl, Latin American Language & Area Study Center
Princeton U., Princeton, N. J. 08540
Edmund King, Department of Romance Languages
Stanley J. Stein, Interdepartmental Committee on Latin American Studies

Puerto Rico, U. of, Rio Piedras 00931
William Simz, Department of Language & Literature
John D. Weaver, Institute of Caribbean Science
Purdue U., Lafayette, Ind. 47907
D. H. Walther, Department of Modern Languages
Queens C., Flushing, N. Y. 11367
Martin Nozick, Department of Romance Languages
Norman A. Bailey, Latin American Area Studies
Radcliffe C; see Harvard U.
Rochester, U. of, Rochester, N. Y. (River Campus Sta.) 14627
O. L. Chavarria-Aguilar, Department of Language & Linguistics
Rosary C., River Forest, Ill. 60305
Sr. M. Sheila, Department of Spanish & Portuguese
Rutgers U., New Brunswick, N. J. 08903
Remigio U. Pane, Department of Romance Languages
Douglas Alan Chalmers & Thomas Weber, Douglass College, Latin American Studies
St. Francis C., Brooklyn, N. Y. 11201
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Director, Latin American Area Study Program
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San Francisco, U. of, San Francisco, Cal. 94117
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Sierra College, 5000 Rocklin Road, Rocklin, Cal. 95677 (Junior College)
Robert Essa, Department of French and Brazilian Portuguese
South Carolina, U. of, Columbia 29208
David G. Speer, Department of Foreign Languages
South Florida, U. of, Tampa 33620
William A. Hunter, Department of Modern Foreign Languages
Southeastern Massachusetts Tech. Inst., North Dartmouth 02747
Joseph Vinci, Department of Modern Languages
Southern California, U. of, Los Angeles 90007
Dorothy McMahon, Department of Spanish, Portuguese & Italian
Southern Illinois U., Carbondale 62901
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Southwestern at Memphis, Memphis, Tenn. 38112
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Stanford U., Stanford, Cal. 94305
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John J. Johnson, Committee on Latin American Studies
Syracuse U., Syracuse, N. Y. 13210
Albert J. George, Department of Romance Languages
Robert Shafer, Latin American Studies, Maxwell Graduate School

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James Powell, Department of Foreign Languages
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Nelson Robinson, Latin American Studies
Texas Christian U., Fort Worth 76129
John H. Hammond, Department of Foreign Languages
Texas Technological C., Lubbock 79409
Harley D. Oberhelman, Department of Romance Languages
Raymond D. Mack, Latin American Area Studies
Texas, U. of, Arlington 76010
James L. Wyatt, Department of Modern Languages
Texas, U. of, Austin 78712
Theodore Andersson, Department of Romance Languages
John Parker Harrison, Institute of Latin American Studies
Trinity C., Washington, D. C. 20017
Sr. M. Frances, Department of German and Russian
Trinity U., San Antonio, Tex. 78212
George L. Holcomb, Department of Foreign Languages
Richard A. Johnson, Latin American Studies Committee
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Daniel W. Wogan, Department of Spanish & Portuguese
William J. Griffith, Center for Latin American Studies
U. S. Military Academy, West Point, N. Y. 10996
Col. Walter J. Renfroe, Jr., Department of Foreign Languages
U. S. Naval Academy, Annapolis, Md. 21402
Capt. W. S. Delany, Jr., Department of Foreign Languages
Utah S. U., Logan 84321
Austin E. Fife, Department of Languages
B. Austin Haros, Latin American Affairs
Utah, U. of, Salt Lake City 84101
Robert E. Helbling, Department of Language, Linguistics, and Comp. Literature
Harold W. Bentley, Latin American Area Committee, Intercultural Center
Vanderbilt U., Nashville, Tennessee 37203
William H. Roberts, Department of Spanish and Portuguese
William H. Nicholls, Graduate Center for Latin American Studies
Virginia, U., of, Charlottesville 22903
Douglas W. Alden, Department of Romance Languages and General Linguistics
Charles G. Reid, Jr., Center for Latin American Studies, College of Arts & Sciences
Washington, U., St. Louis, Mo. 63130
Ivan Schulman, Department of Romance Languages
Joseph A. Kahl, Graduate Program in Latin American Studies
Washington, U. of, Seattle 98105
Constantine Christofides, Department of Romance Languages
Director, Latin American Studies
Wisconsin, U. of, Madison 53706
Edward R. Mulvihill, Department of Spanish and Portuguese
Claude E. Leroy, Ibero-American Area Studies Program, Luso-Brazilian Division
Wisconsin, U. of, Milwaukee 53201
Oliver T. Myers, Department of Spanish & Portuguese
Willard L. Leads, International Education Committee, School of Education

Henry W. Hoge, Language and Area Center for Latin America
Yale U., New Haven, Conn. 06520
Victor H. Brombert, Department of Romance Languages
Richard M. Morse, Council on Latin American Area Studies